

Date of Hearing: April 9, 2025

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 1230 (Bonta) – As Introduced February 21, 2025

SUBJECT: Pupil discipline: expulsions: procedures

SUMMARY: Requires that a school district develop a rehabilitation plan for a student who has been expelled, and that the plan meets the individual needs of the student, address the student's behavior that led to the expulsion, review educational options for the student, and include a transition process for readmitting the student. Requires the school district to assist the student in locating accessible opportunities to complete the requirements of the plan at no cost to the student or their family. Prohibits schools from denying readmission to a student for specific conditions. Specifies data collection and reporting requirements related to expulsions for school districts and county offices of education (COEs). Specifically, **this bill:**

- 1) Requires a rehabilitation plan for a student who has been expelled from a school district, to include an assessment for readmission at least 30 days before the end of the expulsion term.
- 2) Requires the rehabilitation plan to be developed by a team of educators who have knowledge or special expertise regarding the student, be tailored to the individual student's needs, and address the student's behavior that led to the expulsion.
- 3) Requires the governing board of the school district to assist the student in locating opportunities accessible to the student that are necessary to complete the requirements of a plan for rehabilitation, including but not limited to, opportunities for counseling and community service.
- 4) Prohibits the governing board of the school district from requiring the student or their parent or guardian to pay for any costs necessary to complete a plan for rehabilitation.
- 5) Requires the governing board of the school district, in adopting rules and regulations on the procedure for requests for readmission, to include a procedure for the transition process for readmitted students.
- 6) Prohibits the denial of a student's request for readmission on the basis of a rehabilitation plan not being completed due to financial or transportation barriers or a lack of viable opportunities to complete the plan.
- 7) Removes as a condition to deny readmission that the student continues to pose a danger to campus safety or to other students or employees of the school district.
- 8) Requires, upon completion of the readmission review process, the governing board to readmit the student unless the board finds that the student has not substantially met the conditions of the rehabilitation plan despite having access to the necessary resources to complete their plan.

- 9) Authorizes the governing board to extend the expulsion term to the end of the next semester if the finding is that the student has not substantially met the conditions of the rehabilitation plan, but requires that the student be readmitted at the end of the second expulsion period.
- 10) Requires the governing board to review educational options for expelled students with the student and their family before the expulsion order is finalized, and requires that the initial referral of the student for enrollment in an educational program be completed within two days after the expulsion.
- 11) Adds to the data that a school district must maintain pertaining to expulsions, all of the following:
 - a) The percentage of pupils who were successfully enrolled in a new educational program;
 - b) The completion of an expelled student's rehabilitation plan or the successful readmission of the student, or both;
 - c) The percentage of expulsion terms that are extended each school year and the reasons for those extensions; and
 - d) The average length of expulsions ordered each school year.
- 12) Requires the COE to notify the school district if they are unable to serve the expelled students, and requires, upon such notification, the school district to ensure that another educational program is provided to the student, and requires that the school district review the educational options available with the student and their parent or guardian.
- 13) Defines "expulsion" to include stipulated expulsions.
- 14) Expands the requirements of the triennial plan update that each county superintendent of schools that operate community schools must develop to include the provision of services that may be required in an expelled student's individualized education program (IEP) or 504 plan. Also requires the plan to include all of the following:
 - a) Enumerate existing educational alternatives for expelled students;
 - b) Identify gaps in educational services to expelled students and recommend strategies for filling those service gaps;
 - c) Identify multiple educational programs and services;
 - d) Outline a timely readmission process after the expulsion term is complete;
 - e) Describe the steps to be taken by the school district, in collaboration with the COE, to support the successful transition of a student upon readmission;
 - f) Identify alternative placements for students who fail to substantially meet the terms of their rehabilitation plans, but removes reference to students who pose a danger to other students, as determined by the governing board; and

- g) Reflect an analysis of data collected, as specified.

EXISTING LAW:

- 1) Prohibits a student from being suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school determines that the student has committed any of the following offenses while on school grounds, while going to or coming from school, or during the lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity:
 - a) Causing, attempting to cause, or threatening to cause physical injury to another person, or willfully using force or violence upon another person, except in self-defense;
 - b) Possessing, selling, or otherwise furnishing a firearm, knife, explosive, or other dangerous object, unless the student had obtained prior written permission to possess the item;
 - c) Unlawfully possessing, using, selling, or otherwise furnishing a controlled substance;
 - d) Unlawfully offering, arranging, or negotiating to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind;
 - e) Committing or attempting to commit robbery or extortion;
 - f) Causing or attempting to cause damage to school property or private property;
 - g) Stealing or attempting to steal school property or private property;
 - h) Possessing or using tobacco or products containing tobacco or nicotine products;
 - i) Committing an obscene act or engaging in habitual profanity or vulgarity;
 - j) Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell drug paraphernalia;
 - k) Knowingly receiving stolen school property or private property;
 - l) Possessing an imitation firearm;
 - m) Committing or attempting to commit a sexual assault or sexual battery;
 - n) Harassing, threatening, or intimidating a student who is a complaining witness or a witness in a school disciplinary proceeding in order to prevent the student from being a witness or retaliating against that student for being a witness, or both;
 - o) Unlawfully offering, arranging to sell, or negotiating to sell the prescription drug Soma;
 - p) Engaging in or attempting to engage in hazing;

- q) Engaging in the act of bullying, including bullying committed by means of an electronic act;
 - r) Committing sexual harassment;
 - s) Causing, attempting to cause, threatening to cause, or participating in an act of hate violence;
 - t) Intentionally engaging in harassment, threats, or intimidation directed against school personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment; or
 - u) Making terroristic threats against school officials or school property or both; (Education Code (EC) 48900, 48900.2, 48900.3, 48900.4, 48900.7)
- 2) Requires the principal or superintendent of schools to recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless it is determined that the expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
- a) Causing serious physical injury to another person, except in self-defense;
 - b) Possession of any knife or other dangerous object of no reasonable use to the student;
 - c) Unlawful possession of any controlled substance, as specified;
 - d) Robbery or extortion; and
 - e) Assault or battery, as defined, upon any school employee. (EC 48915)
- 3) Requires that a decision to expel a student, based on any of the grounds in (2) be based on a finding that other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others. (EC 48915)
- 4) Requires the principal or superintendent of schools to immediately suspend and recommend expulsion of a student who has committed any of the following acts at school, or at a school activity off school grounds:
- a) Possessing, selling, or otherwise furnishing a firearm;
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance, as specified;
 - d) Committing or attempting to commit a sexual assault; or

- e) Possession of an explosive. (EC 48915)
- 4) Requires the governing board of a school district to establish rules and regulations governing procedures for the expulsion of students, which must include, among other items, all of the following:
- a) The student's right to a closed session hearing within 30 schooldays to determine whether they should be expelled conducted by the governing board of the school district or under contract with a county hearing officer or the Office of Administrative Hearings;
 - b) Within 10 schooldays of the hearing, the school district must decide whether to expel the student unless the student requests a postponement, or within 40 days under specified conditions;
 - c) The provision of written notice of the hearing to be provided to the student at least 10 calendar days prior and must include the date and place of the hearing; the specific facts and charges; the school district's disciplinary rules; parent/guardian/student's obligations; the right to be represented by legal counsel, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses;
 - d) Final action to expel a student must be taken by the governing board of the school district in a public session, and written notice must be provided to the student or the student's parent or guardian and be accompanied by all of the following: a notice of the right to appeal the expulsion to the county board of education; notice of the education alternative placement to be provided to the student during the period of the expulsion; and the obligation of the parent, guardian, or the student to inform the new school district of the student's expulsion.
 - e) The maintenance of records of each expulsion, including the cause for expulsion, which must be recorded in the student's interim record and forwarded to any school in which the student subsequently enrolls upon request. (EC 48918)
- 5) Requires the governing board to ensure that an educational program is provided to a student who is subject to an expulsion order for the period of the expulsion; authorizes any educational program provided to expelled students to be operated by the school district, the county superintendent of schools, or a consortium of districts, or in joint agreement with the county; prohibits the educational program being provided to be situated on the grounds of the school from which the student was expelled; and prohibits the program offered to a student expelled from K-6th grade to be combined with a program offered to students in grades 7-12. (EC 48916.1)
- 6) Requires that an expulsion order remains in effect until the governing board orders the readmission of the student; requires the board to set a date not later the last day of the semester following the semester in which the expulsion occurred, when the student is to be reviewed for readmission to a school maintained by the district; requires the governing board to recommend a plan of rehabilitation for the student at the time of the expulsion order, which may include recommendations for improved academic performance, tutoring, special

education assessments, job training, counseling, employment, community service, or other rehabilitative programs; requires, upon completion of the readmission process, the board to readmit the student unless they find that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the school district; requires if the board denies readmission of an expelled student, they must continue the placement of the student in the alternative educational program originally selected, or place the student in another program serving expelled students, including a county community school. (EC 48916)

- 7) Requires each school district to maintain the following data and to report this data as a part of the coordinated compliance review, if requested by the superintendent:
 - a) The number of pupils recommended for expulsion;
 - b) The grounds for each recommended expulsion;
 - c) Whether the pupil was subsequently expelled;
 - d) Whether the expulsion order was suspended;
 - e) The type of referral made after the expulsion; and
 - f) The disposition of the pupil after the end of the period of expulsion. (EC 48916.1)
- 8) Defines “expulsion” as the removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (EC 48925)
- 9) Requires each county superintendent of schools in counties that operate community schools to develop a plan for providing education services to all expelled students in that county, identify existing educational alternatives for expelled students, identify gaps in services, and identify strategies for filling those gaps. Also requires the plan to identify alternative placements for students who fail to meet the rehabilitation plan or who pose a danger to other district students. Requires these plans be submitted to the Superintendent of Public Instruction (SPI) no later than June 30, 1997, and be updated and submitted every three years thereafter. (EC 48926)

FISCAL EFFECT: The Office of Legislative Counsel has keyed this bill as a possible state-mandated local program.

COMMENTS:

Need for the bill. According to the author, “AB 1230 strengthens expulsion rehabilitation plans to ensure that California’s most vulnerable students receive the support they need to return to their home schools. In 2023-24, over 4,000 students were expelled. These students are some of our most underserved and at highest risk for poor academic outcomes. Without meaningful rehabilitation, these students risk falling into the school-to-prison pipeline, leading to lower academic achievement and higher incarceration rates. This bill ensures that rehabilitation plans are tailored to students’ needs, removes financial and transportation barriers, and limits prolonged expulsion terms. It also mandates clear readmission pathways, transition support, and

the use of expulsion data to improve district policies. AB 1230 prioritizes education over exclusion, providing expelled students with the resources necessary to succeed.”

This bill makes numerous changes to the procedures for the development and review of rehabilitation plans for students who have been expelled from their home school district, as well as the bases for readmission of the student. The bill also requires school districts to collect and report additional data on expulsions, and for COEs operating community schools to include additional information in their triennial plans to serve expelled students.

Adverse impacts of suspensions and expulsions. The trend in recent years, in California as well as nationally, has been to reduce the rates of suspension and expulsion. A large body of research has identified adverse impacts of suspensions and expulsions, including the following.

- Students who experience out-of-school suspensions and expulsions are 10 times more likely to ultimately drop out of high school;
- Students who are suspended or expelled are much more likely to become involved in the juvenile justice system;
- Students who are excluded from classes lose instructional time;
- A student’s suspension or expulsion can have harmful effects on the family, including loss of wages or employment for the parent, particularly for single parents; and
- Students who are suspended or expelled are often less likely to have supervision at home and are subject to the risk of further behavioral problems.

A recent study finds that suspended and expelled youth exhibit significantly higher depressive symptoms in adolescence when compared to their counterparts with no history of suspension or expulsion. The authors note that punitive disciplinary practices in schools shape mental health from adolescence to adulthood. (Angton, 2024)

Disproportionality in exclusionary discipline. The disproportionate incidence of suspensions and expulsions among certain populations of students, including African American students, has gained nationwide attention in recent years. A 2018 report by the U.S. Government Accountability Office (GAO), *K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities*, found that black students, boys, and students with disabilities were disproportionately disciplined in K-12 schools, based upon an analysis of the Civil Rights Data Collection (CRDC).

A 2024 GAO report found that Black girls faced more and harsher forms of discipline than other girls and had the highest rates of exclusionary discipline, such as suspensions and expulsions. According to GAO’s analysis of the most recent Department of Education data before the pandemic, in school year 2017–18, Black girls comprised 15% of all girls in public schools but received almost half of suspensions and expulsions. Further, GAO’s analysis of the school year 2017–18 infractions or behavior data showed that Black girls received harsher punishments than White girls even when the infractions that prompted disciplinary action were similar.

Research suggests that harsh discipline practices and the over-policing of students of color that occurs in many schools have undermined the creation of safe and inclusive learning

environments. Disproportionalities in suspension and expulsion rates between students of color and their white peers appear as early as preschool and continue through the K-12th grades. Black youth often receive harsher punishments for minor offenses and are more than twice as likely as white students to receive a referral to law enforcement or be subject to a school-related arrest. (Learning Policy Institute (LPI), March 2021).

One study, *Educational and Criminal Justice Outcomes 12 Years After School Suspension* (Rosenbaum, 2018), notes that “school suspensions aim to obtain better behavior from the punished student and maintain school norms by removing students. Suspension removes disruptive students from schools temporarily and may improve school climate by reducing peer influences to engage in deviant behavior.” The study goes on to note that a body of research has found that suspended students are more likely to:

- Engage in antisocial behavior;
- Have involvement with the criminal justice system;
- Be arrested both during the month of suspension and within a year of suspension; and
- Use marijuana and tobacco.

The study also cites various longitudinal research findings, including:

- Youth suspended in ninth grade were less likely to graduate high school, graduate on time, and enroll in postsecondary education; and
- Twelve years after suspension, suspended youth were less likely to have earned degrees or high school diplomas and were more likely to have been arrested or be on probation.

The GAO report review of research on the topic of disproportionate disciplinary actions suggests that “implicit bias on the part of teachers and staff may cause them to judge students’ behaviors differently based on the students’ race and sex. Teachers and staff sometimes have discretion to make case-by-case decisions about whether to discipline, and the form of discipline to impose in response to student behaviors, such as disobedience, defiance, and classroom disruption.” (GAO, 2018)

Research on student behavior, race, and discipline has found no evidence that African American overrepresentation in school suspension is due to higher rates of misbehavior. African American students were referred more often for behaviors that seemed to require more subjective judgment on the part of the person making the referral (e.g., disrespect, excessive noise, threatening behavior, and loitering). (Losen, 2011)

Some researchers conclude that “suspensions may act more as a reinforcer than a punisher for inappropriate behavior. Other research raises doubts as to whether harsh school discipline has a deterrent value. Frequent use of suspension alone has no measureable positive deterrent or academic benefit to either the students who are suspended or to non-suspended students.” (Losen, 2011). The American Academy of Pediatrics states, “Without the services of trained professionals, such as pediatricians, mental health professionals, and school counselors, and without a parent at home during the day, students with out-of-school suspensions and expulsions are far more likely to commit crimes.” One researcher notes that the school-to-prison pipeline

literature suggests inequalities in school disciplinary practices may go on to produce inequalities in arrest prevalence and that it may be possible to close the racial gap in arrest if it were possible to close the racial gap in school discipline. (Barnes, 2018)

A meta-analysis of 40 primary studies examined the relationship between exclusionary discipline and delinquent outcomes, including school misconduct/infractions, antisocial behavior, involvement with the justice system, and risky behaviors. Authors found that exclusionary discipline is an important and meaningful predictor of increased delinquency across subgroups. (Gerlinger, 2021)

According to the U.S. Department of Education: “Teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students. Evidence does not show that discipline practices that remove students from instruction—such as suspensions and expulsions—help to improve either student behavior or school climate.”

Disparities in the rate of expulsions in California. The rate of expulsions in California schools has dropped significantly from a total of 6,724 in the 2013-14 school year to 4,133 in the 2023-24 school year, a drop of 39% over the ten-year period. However, disparities in the incidence between racial/ethnic groups remains. According to data from the California Department of Education (CDE), in 2023-24:

- African American students accounted for 5% of statewide enrollment and 12% of expulsions;
- Hispanic or Latino students made up 56% of statewide enrollment and 67% of expulsions; and
- White students made up 20% of enrollment and 12% of expulsions.

Holding schools accountable for suspension and expulsion rates. California’s Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) requirements include school climate as one of the eight state priorities. All California school districts, COEs, and charter schools are required to report and examine student suspension and expulsion rates on their LCAP and annual updates. It has been suggested that this requirement to clearly report disciplinary actions, in the aggregate as well as by subgroup, increases the pressure on schools to employ alternatives to suspension and expulsion.

Arguments in support. The Alameda County Office of Education, a co-sponsor of the bill, writes, “In the 2023-24 school year, more than 4,000 California students were expelled from school, many of them among our most vulnerable student populations, with significant over-representations of Black, Native American, and Latinx students as well as foster youth, unhoused students, and students with disabilities. When students are removed from the classroom for disciplinary reasons, they are more likely to fall behind academically, drop out, and/or enter the juvenile justice system.

Current law offers only limited guidance to school districts regarding the development of rehabilitation plans to support the successful return of expelled students to their home district school or appropriate alternative. At present, plans may fail to address specific behaviors that led

to the expulsion or may not be tailored to the specific needs of the expelled student. Currently, plans may require services the student must complete at the family's expense or include community service requirements without access to transportation. Current statute requires school districts to collect data on expulsions but does not mandate that the data inform the triennial plan each COE creates in partnership with districts in their county.

To hold students accountable for expulsion-related behavior, while also strengthening pathways for their return to their home district school or appropriate alternative, it is crucial to develop meaningful expulsion rehabilitation plans and data-informed triennial plans. AB 1230 will support improved outcomes for expelled students by requiring that rehabilitation plans address the behavior leading to the expulsion, include services responsive to the student's needs, and provide vital information regarding program enrollment and readmission. The bill will also require that school district data on expulsions inform the triennial plan.”

Recommended Committee Amendments. *Staff recommends that the bill be amended as follows:*

- 1) Require (rather than authorize) that the rehabilitation plan include a periodic review and an assessment for readmission at least 45 days before the end of the expulsion term.
- 2) Require that the rehabilitation plan be developed in consultation with school personnel who have knowledge or special expertise regarding the pupil.
- 3) Authorizes the governing board to deny readmission if the pupil continues to exhibit documented behaviors that led to the expulsion or commits a new expellable act.
- 4) Remove the requirement that a pupil be readmitted after a 2nd expulsion term regardless of whether they have completed their rehabilitation plan and instead authorize the expulsion term to be extended for one semester at a time with a requirement that an assessment for readmission occur at the end of each term.
- 5) Remove additional elements of data for school districts to collect and maintain.
- 6) Remove reference to a penalty for non-reporting as the relevant cross-section has been repealed.
- 7) Remove reference to stipulated expulsions, as these are not referenced in current code and not defined in the bill.
- 8) Remove the requirement that a county superintendent reflect on an analysis of data collected by school districts, and require the triennial plan to reflect the outcome data provided by the school districts.

Related legislation. AB 772 (Lowenthal) of the 2025-26 session would require the CDE by June 30, 2026, to develop, post on its website, and distribute to LEAs, a model policy appropriate for schools serving grades 4-12 on how to address acts of cyberbullying occurring outside of school hours. Also requires LEAs to adopt the model policy by July 1, 2027, and to provide copies to staff, students, and parents.

AB 2351 (Lowenthal) of the 2023-24 Session would have authorized a student to be suspended from school or recommended for expulsion on the basis of specified acts taking place outside of school hours, if specified conditions are met. This bill was held in the Assembly Appropriations Committee.

AB 2711 (Ramos) Chapter 840, Statutes of 2024, prohibits the suspension of students enrolled in grades 1-12 who voluntarily disclose their use of a controlled substance, alcohol, an intoxicant of any kind, or tobacco, in order to seek help through services or supports. Applies this prohibition for students enrolled in charter schools.

AB 1984 (Weber) Chapter 368, Statutes of 2024, requires, commencing with the 2026-27 school year, LEAs to provide to the CDE data on student transfers due to disciplinary reasons, and the CDE to publish the information on their website. Requires the CDE, when providing guidance on its website about reducing disproportionate discipline of pupil subgroups in schools, to advise LEAs against the use of transfers to avoid reporting suspensions and expulsions.

SB 1445 (Cortese) Chapter 327, Statutes of 2024, authorizes a school district governing board, a charter school governing body, or an entity managing multiple charter schools, to allow student board members to make restorative justice recommendations that may be considered by the board or body in closed session expulsion hearings; and requires the board or body to provide limited case information to the student board member, subject to the approval of the student being considered for expulsion and their parent or guardian, and to relevant state and federal privacy protections.

SB 274 (Skinner) Chapter 597, Statutes of 2023, prohibits the suspension or expulsion of a student enrolled in 6th through 12th grade in a public school on the basis of willful defiance until July 1, 2029, authorizes employees to refer students to school administrators for in-school interventions or supports, and requires that administrators document the actions taken in the student's record and inform the referring employee of those actions.

AB 599 (Ward) of the 2023-24 Session would have prohibited a pupil from being suspended or expelled from school for possessing or using tobacco or nicotine products beginning July 1, 2025. This bill would also have required the CDE to develop and make available a model policy for a public health approach to addressing student possession and use of drugs on school property by July 1, 2025. This bill was held in the Senate Appropriations Committee.

AB 2598 (Weber) Chapter 914, Statutes of 2022, requires the CDE to develop and post on its website by June 1, 2024, evidence-based best practices for restorative justice practices for LEAs to implement to improve campus culture and climate.

AB 740 (McCarty) Chapter 400, Statutes of 2022, extends the parental notification requirements currently in place for a student's involuntary transfer to a continuation school, suspension, or expulsion, in the case of a foster child, to the foster child's attorney and social worker, and, in the case of an Indian child, the child's tribal social worker and county social worker.

SB 419 (Skinner), Chapter 279, Statutes of 2019, commencing July 1, 2020, extends the permanent prohibition against suspending a pupil enrolled in kindergarten or any of grades 1 to 3 for disrupting school activities or otherwise willfully defied the valid authority of school staff to include grades 4 and 5 permanently; and to include grades 6 to 8, inclusive, until July 1, 2025; and applies these prohibitions to charter schools.

AB 1808 (Committee on Budget) Chapter 32, Statutes of 2018, removed the sunset on the prohibition on suspending a student in kindergarten through third grade, or recommending a student in kindergarten through 12th grade for expulsion, on the basis of willful defiance, making these prohibitions permanent.

AB 420 (Dickinson), Chapter 660, Statutes of 2014, eliminated the authority to suspend a pupil enrolled in kindergarten through 3rd grade, and the authority to recommend for expulsion a pupil enrolled in grades kindergarten through 12th grade, for disrupting school activities or otherwise willfully defying the valid authority of school personnel engaged in the performance of their duties. These requirements sunset on July 1, 2018.

SB 1111 (Lara) Chapter 837, Statutes of 2014, requires parental consent for referrals to a county community school by a school attendance review board, school district, or probation department, except for situations where a student is expelled or pursuant to a court order. This bill also establishes the right of a student to reenroll in his/her former school or another school upon completion of the term of involuntary transfer to a county community school.

AB 1729 (Ammiano), Chapter 425, Statutes of 2012, reaffirmed that superintendents and school principals have the discretion to implement alternatives to suspension and expulsion and expanded the list of other means of correction that must be implemented prior to suspension or expulsion to address most student misbehavior.

REGISTERED SUPPORT / OPPOSITION:

Support

Alameda County Office of Education (Co-sponsor)
National Center for Youth Law (Co-sponsor)
California Alliance of Child and Family Services
California County Superintendents
California School Employees Association
California School-Based Health Alliance
Cancel the Contract
Children Now
East Bay Community Law Center
Edvoice
John Burton Advocates for Youth
Office of The Riverside County Superintendent of Schools
Seneca Family of Agencies
The Arc and United Cerebral Palsy California Collaboration

Opposition

None on file

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